

# Developing Full-Time Faculty at the Saigon International University

Tran Thi Lan Chi, MBA

The Saigon International University  
Chitran[at]siu.edu.vn

**Abstract:** *In the development process of all countries in the world, education in general and higher education in particular play a very important role. Higher education contributes significantly to the training of high-quality human resources for the development of a country. In Vietnam, private higher education is an important part of the national higher education system and has contributed to the training of human resources for the industrialization and modernization of the country. To fulfill the task of training high-quality human resources for the country, one of the tasks that require the concentration of private universities in Vietnam is to develop full-time faculty. This article proposes solutions to develop the full-time faculty for The Saigon International University - an international university with private type among 63 current private universities in Vietnam.*

**Keywords:** lecturer, full-time faculty, develop, higher education, The Saigon International University

## 1. Introduction

In modern society, all countries consider people as the purpose and driving force for development. For that reason, many countries are focusing on human resources through the education and training development strategies. In Vietnam, in order to socialize education and mobilize all resources for education, many private universities have been established in recent years. Having realized that undergraduate education following international standards is an economically and socially beneficial model, especially bringing great benefits to the country's young generations, The Saigon International University was established on September 24, 2007 by decision of The Prime Minister. The university defines its purpose as: "The Saigon International University is an international university in Vietnam, offering undergraduate and postgraduate education for Vietnamese and foreign students. The Saigon International University is offering curriculum both in English language and in Vietnamese language according to the US university curriculum standards, meeting the needs of full-scale integration of Vietnam into the world. Graduates from The Saigon International University are expected to be a new generation of intellectuals, with knowledge and practical skills equivalent to those from European-American countries". The university has set the goal of meeting international standards in higher education. In order to implement the above orientation, The Saigon International University is essential to maintain and develop its faculty, especially the high-quality full-time faculty not only in the number of lecturers but also in the quality of each lecturer and the management structure.

## 2. Lecturer

### 2.1. Definition

According to Article 54 - Law on Higher Education, lecturers in higher education institutions are people with clear backgrounds, good qualities and conscience, good health on occupational demand; professionally qualified as prescribed in Point e Clause 1 Article 77 of the Law on

Education: "Lecturer at universities and colleges must possess undergraduate degrees or higher and certificates of pedagogical training; master's degrees or higher for teaching specialized subjects or supervising master theses; doctoral degrees for teaching specialized subjects and supervising doctoral theses" [6].

According to Article 54 of the Law on Higher Education, the standard degree of university lecturers is master's degree or above. Other special cases of special profession shall be specified by the Minister of Education and Training [6].

According to the Law on amendment to the Law on Higher Education: "Lecturers of higher education institutions shall have clear backgrounds; good qualities and professional ethics; be physically capable of performance of their duties; have qualifications conformable with this Law and the higher education institution's internal rules and regulations. Lecturers include assistant lecturers, lecturers, principal lecturers, associate professors and professors. Higher education institutions shall award lecturer titles in accordance with law, its internal rules and regulations; provide description of their positions and demand of the situation. Lecturers of undergraduate programs shall have at least a master's degree (except assistant lecturers); Lecturers of master's programs and doctoral program shall have at least a doctoral degree. Holders of doctoral degrees shall be preferred when a higher education institution recruits lecturer; incentives shall be provided for leading professors. The Minister of Education and Training shall specify standards and designation of lecturers within the scope of his/her competence; the minimum ratio of full-time lecturers of a higher education institution; standards of practice lecturers and lecturers of some special disciplines"[7].

In accordance with the current circumstance and the law, lecturers in universities are divided into full-time lecturers and visiting lecturers.

Pursuant to Article 4 of Circular 68/2018/TT-BGDĐT stipulating the determination of enrollment target for pedagogy at intermediate and college level; the

determination of enrollment target for university, master and doctorate level: "Full-time lecturers in public education institutions are public employees who are employed and managed in accordance with the provisions of the law on public employees. Full-time lecturers in private education institutions are employees who are employed under a 3-year or indefinite-term labor contract according to the Labor Code; who are not civil servants or public employees; who are not working with other employers under a labor contract with a term of 3 months or more; paid by the university's budget and other budgets under the current employees' policy and regulations[4].

According to the above provisions and the requirements of higher education programs according to the regulations of the Ministry of Education and Training, full-time lecturers teaching subjects of the specialized knowledge blocks in a university are the full-time lecturers of that university. Subjects of the specialized knowledge blocks include:

- a) Basic knowledge (of discipline cluster and discipline)
- b) Specialized knowledge (of the main discipline), including:
  - General knowledge of the main discipline;
  - In-depth knowledge of the main discipline.
- c) Second discipline knowledge (optional)
- d) Free supplementary knowledge (optional).

Visiting lecturers are lecturers invited from other colleges, universities, research institutes or enterprises to implement teaching activities. Visiting lecturers are required to meet the same professional qualifications and requirements prescribed for full-time lecturers. However, visiting lecturers are only obligated to perform the responsibility of teaching and researching (if any) in accordance with the contract signed with the university. In fact, there is a decrease in the number of visiting lecturers invited from other universities as many universities have to meet the requirement prescribed by the state that the number / quality of full-time lecturers are compatible with the number of students. Currently, the number of master and doctoral degree holders in enterprises is increasing. Some of the holders were previously university lecturers. Inviting these master and doctoral degree holders to implement teaching activities does not only contribute to the increase of lecturers at undergraduate, graduate and doctoral levels but also helps universities better perceive the "social needs" and from which points, adjusting its teaching activities to suit those needs.

## 2.2. Duties and authority of lecturer

- Teaching consistently with the targets and the training program, fully and efficiently implement the training program.
- The duties and authorities of lecturers are specified in Article 55 of the Law on Higher Education:
- Studying and developing science application. Implementing technology transfers. Securing the training quality.
- Periodically attending the courses in improving political theory, profession and teaching methods.
- Preserving the credentials, reputations and honor of lecturers

- Respecting the students' dignity. Treating students equitably. Protecting the lawful rights and interests of students.
- Participating in managing and supervising the higher education institution. Participating in the Party's activities, collective activities and other works.
- Being entitled to sign visiting lecturer and scientific research contracts with higher education institutions and scientific research institutions as prescribed by law.
- Being given/awarded lecturer's titles, "People's educator" titles, "Elite educator" titles and other commendation as prescribed by law.
- Other duties and authority as prescribed by law provisions [6].

Currently, both in developed and developing countries, lecturers in higher education institutions are required to perform three main tasks: teaching, scientific research and community service.

### - Teaching

Teaching is the main role of lecturer in accomplishing basic education missions in universities. In the role of teaching, lecturers disseminate and impart basic and applied knowledge to students; assist students in the process of learning and applying knowledge into the reality. Lecturers are required to follow-up with the developments in his/her fields in order to maintain the background of expertise and knowledge.

New approaches to revive teaching effectiveness are focusing on pedagogical methods as well as the students' needs. Learning should be enclosed with clear goals, such as the student's mastery of specific knowledge/skills, students obtaining the ability to review and criticize specific contents. Among the three roles, teaching role is the most widely shared among lecturers regardless of education sectors. In universities of any type, teaching role is the top priority for lecturers. They spend most of their time in teaching-related work, and teaching must be effective. At research universities, some lecturers focus only on research activities, but most of them are still participating in teaching activities while conducting research activities.

### - Scientific research

Scientific research is divided into two main sections: basic research and applied research. Basic research is conducted by scientists' curiosity or passion to answer scientific questions. The motivation of basic research is to expand knowledge, not profit. It is said that the motivation of basic research is to expand human knowledge. Unlike the basic research, applied research is conducted in order to solve practical problems of the contemporary world. The motivation of applied research is to apply knowledge; to transform or improve methods; and to solve specific problems. Depending on the circumstances of each country, each university in each period, scientific research in universities is valued and invested at different levels. In fact, scientific research has contributed to the qualification improvement of lecturers.

Many lecturers participating in scientific research activities have contributed to the knowledge platform of academic

disciplines/fields. Research is often associated with practical matters, but whether it is for defining or for testing, some academic studies are still appreciated for its theoretical values. The role of lecturers in research more or less depends greatly on the mission of the university where they work. More and more universities consider researching or discovering new knowledge as an important target among the other. Although universities are often the places where the lecturers' research projects are conducted and funded, lecturers still seek research cooperation opportunities with domestic and foreign colleagues. Lecturers with practical research projects and participation in the academic community are considered as international standardization.

The role of lecturer in research at major universities is increasingly emphasized because these universities offer graduate programs and provide resources for research. In addition, lecturers are actively participating in the mobilization of financial funding for their research projects from inside and outside sources.

Research is a part of lecturer's role. Qualified lecturers from major universities often conduct and seek funding for their research projects. In addition, many universities also attach great importance to the research of its lecturers as a way to improve its reputation.

#### - Community service

The role of lecturers in community service includes working in departments/offices of the university or its advising board; advising students; implementing administrative works, etc. In some cases, lecturers also hold middle-ranking or high-ranking management positions. Although the community service of lecturers may be limited so that they have time to focus on teaching and researching, education institutions still want lecturers to hold management positions. Lecturer's role in community service may earn them credibility. However, considering the promotion in teaching, the role of lecturers in community service is not highly regarded.

### 3. Faculty development at the university

#### 3.1. Scheming and planning for faculty development

Based on the overall development plans to forecast prospects in the next 5 years, 10 years correspondent to short-term, medium-term and long-term prospects; to forecast the evolution of the university's human resources in terms of quantity, qualifications, occupational structure, pedagogical structure, quality, and the structure of lecturer in order to set goals and establish development plan for lecturers.

#### 3.2. Faculty recruitment and management

This process uses different methods to attract the recruitment of qualified lecturers. In this process, the university uses a variety of methods to attract and select well-qualified lecturers. In order to maximize the capacity of lecturers, it is necessary to supplement, amend and implement preferential policies for lecturers; conducting appointment, arrangement and position rotation of lecturers; supplementing the faculty from different sources. Annually, the university sets recruitment targets and determines recruitment needs based

on the requirements on the training scale and the development orientation. Recruitment criteria are also published before the recruitment. Recruiters are selected from many different sources.

Recruitment method that the university applies is usually divided into steps: reviewing applications, interviewing applicants whose applications meeting the prescribed requirements, implementing demo lessons in front of the university's Education & Science Council. Applicants meeting the prescribed requirements will go through probationary period as assistant lecturer before officially employed as lecturer.

#### 3.3. Professional training and fostering for faculty

Lecturer training and lecturer developing are closely related. Lecturer training is the process of systematically providing lecturers with knowledge; training attitudes and professional skills of lecturers through specified programs following certain standards (national or international standards) so that lecturers may obtain professional qualifications, competencies and knowledge, meeting the requirements of the assigned duties.

Lecturer training is the training activities, aiming to improve the qualifications and skills of lecturers, helping lecturers to cover his/her works thoroughly, and from which point, facilitating an effective performance of tasks.

Lecturer developing is the training activities that go beyond the regular scope of lecturers' duties. Lecturer developing aims to provide lecturers with new abilities correspondent with the development orientation of the university.

The difference in concept between lecturer training and lecturer developing is the difference in concept between human resources training and human resources developing. In nature, these two concepts all refer to the training activities. The difference lays in the goal of the two. Meanwhile, human resources training is the learning and training process that helps employees overcome the lack of knowledge and skills in order for them to work more effectively, human resources developing is the process of learning and training in order to develop capacity required for future duties; to develop higher professional qualifications.

The difference between human resources training and human resources developing is also referred in the following matters:

- Human resources training focuses on current works; human resources developing focuses on future works.
- The scope of human resources is individual training / within current job demands; The scope of human resources developing is broader, including individual and organizational training. Human resources developing serves long-term needs
- Human resources training is the short-term process; Human resources developing is the long-term process with careful preparation for higher goals.
- On-the-job training

On-the-job training are direct workplace training methods, in which learners learn the knowledge and skills necessary for the job through the actual implementation of his/her tasks and often under direction of more skillful workers. Accordingly, young lecturers will be tutored and instructed by senior lecturers, both professionally and pedagogically during the period of assistant lecturer or even lecturer. However, this method requires well-qualified lecturers in the field to act as instructors (not applicable to the training of lecturers to teach new fields) and the application of this method to those who have been teaching for a certain amount of time is time-consuming and inefficient.

- Off-the-job training

Off-the-job-training are the training methods in which learners are separated from the performance of his/her tasks. Since the nature of lecturers' work does not require lecturers to present at the his/her university every moment, the application of off-the-job-training is flexible. Some of the methods that can be used are:

- Establishing short-term or long-term training courses;
- Sending lecturers to study master and doctoral degree;
- Organizing conferences and seminars for lecturers. Sending lecturers to participate in conferences and seminars;
- Organizing exchanges, professional activities and scientific seminars for lecturers;
- Organizing field trips for lecturers.

### **3.4 Implementation of teaching and scientific research activities for lecturers**

Lecturers are assigned to the teaching and researching tasks which are suitable to their professional qualifications and their wishes. Lecturers in early years of his/her career are allowed time to prepare and conduct demo lessons; evaluate the result and eventually, escalate to the official teaching position. The compulsory teaching hours during the first few years is limited and the scientific research norms are low for the time spent on studying and preparing lectures. After about 3 years, these lecturers are obligated to research and study for the teaching of one or two new subjects.

For lecturers who have had teaching experience, the scientific research norm is higher. If compared with lecturers of developed countries, the scientific research of Vietnamese lecturers is not focused although it is highly compulsory.

There are many ways that allow lecturers to participate in scientific research, such as:

- Research and compile teaching materials and textbooks.
- Conduct university-level research projects or participate in bidding for research projects of enterprises, research institutes and other state management agencies...

### **3.5. Remuneration policies**

During the establishment of faculty development plan, it is necessary to pay attention to the remuneration policy to attract good qualities / highly professional young scientists and staff in order to supplement the faculty; to take effective measures based on the provisions of law in order to establish attachment between the university and its lecturers, avoiding

"brain drain" affecting the operation and training quality of the university.

### **3.6. Examining and evaluating the implementation of faculty development**

The assessment of lecturers must aim to support and promote the personal development of lecturers. Therefore, the assessment must be objective and fair, required to propose directions and measures to develop lecturers. The assessment must also contribute to the development of the university. From the assessment results may originate appropriate plans for the arrangement, management and development of the university's resources.

Each faculty / discipline and subject division must establish specific implementation charts on teaching subjects and teaching hours. Therefore, each lecturer knows his/her responsibility and the implementation time of his/her assigned tasks; perform teaching duties in his/her expertise. The assessment of lecturer is implemented through forms: self-assessment form, peer assessment form, assessment forms by students. However, at the present, the assessment of lecturers in many universities is still formalistic. Assessment results have not been used as the basis for job arrangement and rotation or for training and development of lecturers, but only for the emulation and commendation of lecturer at the end of each school year.

## **4. Current situation of full-time faculty development at the Saigon International University**

### **4.1 About the Saigon International University**

The Saigon International University was established under Decision No. 1273/QĐ-TTg dated September 24, 2007 by the Prime Minister[9]. The Saigon International University is a part of the national education system of the Socialist Republic of Vietnam, and is subject to the state management on education and training by the Ministry of Education and Training and other educational management agencies assigned by the Government; subject to the local administrative management of Ho Chi Minh City.

The Group of Asian International Education (GAIE) including The Asian International School (AHS), The Institute of Asian Studies (IAS) and The Saigon International University (SIU), is considered the largest international standard education system in Vietnam, from primary school and high school education to undergraduate, postgraduate education and scientific research. Founded in 1999, GAIE is proud of its 83,777 students from 27 countries and territories, having been studying at 15 campuses, and 7 campuses are under construction. The internship program of The Saigon International University is sponsored by 70 Vietnamese and foreign-invested companies. More than 2,200 Vietnamese and foreign teachers/staff holding bachelor, master, doctoral, associate professors and professors' degrees are working with GAIE. 2,635 students and transfer students of GAIE are studying abroad at 457 universities in 22 countries throughout 4

continents.

The Saigon International University was recognized as an official member of the International Accreditation Council for Business Education - USA (IACBE) in 2010. On September 2011, The Saigon International University received membership of the Association for the Association to Advance Collegiate Universities of Business – USA (AACSB). SIU has established cooperation with many prestigious international universities.

After fully meeting the required standards of IACBE, the Saigon International University was allowed to start its international accreditation program from 2015. In November 2019, IACBE organized a delegation of accrediting experts including leaders of some US universities to come to the Saigon International University to implement the final step of the university accreditation process. At the end of March 2020, the President of The International Accreditation Council for Business Education (IACBE) sent a congratulatory letter to the Saigon International University on the successful implementation of the process of improving and completing all aspects of IACBE's accreditation standards and is recognized to be accredited by IACBE.

Through a long period of continuous efforts to improve quality, the Saigon International University was officially accredited the quality of education institutions according to the new set of standards of the Ministry of Education and Training in May 2020.

Besides the educational philosophy of “Vietnam’s spirit, global education” and reality-oriented / effective training programs, aiming to help students acquire the world's most advanced knowledge, The Saigon International University also strives to facilitate an exciting environment for English speaking, extra-curricular activities and club activities of students. The Saigon International University is mainly focusing on dignity and skills training in order to help the students to become responsible and successful citizens after graduation.

## 4.2. Evaluation of the current development status of full-time faculty at the Saigon International University

### 4.2.1. Faculty development scheming and planning

Recognizing the importance of developing faculty to serve immediate and long-term teaching tasks, the Saigon International University annually plans to scheme and develop lecturers to ensure sufficient quantity, quality, reasonable and synchronous structure.

The university has identified specific targets for each major and based on that, recruiting faculty to ensure the number of lecturers in the whole university in accordance with the regulations of the Ministry of Education and Training. The university has certain beneficial policies for lecturers to improve their qualifications such as: salary increase, reduced working hours, tuition support. Based on the student survey, the Program Manager's assessment of the quality of the faculty, the university develops training, fostering and self-training plans in terms of ethics, qualifications and

competencies. teaching, scientific research, etc. for the faculty. The university implements its scheme on gender, age and expertise structure.

### 4.2.2. Recruitment and assignment of full-time faculty

The Board of Directors and the University Board of Management instruct the Administration Department to develop the annual recruitment plan, in accordance with each stage to add new human resources to promptly meet the teaching work of the university based on the demand and the number of existing lecturers such as increased number (transferred), decreased number (moved out, retired). In addition, the university's recruitment is based on the size of the major, the number of students admitted annually to build the recruitment plan.

The university's recruitment process is closely conducted. Candidates come from many different sources: lecturers who have been working from other universities; lecturers who are working in the fields with practical experience and suitable qualifications to the university's training tasks; graduates from domestic and foreign universities with good academic records and appropriate expertise, etc. Recruitment criteria are publicly announced on the mass media and media and on the university website's recruitment information to ensure fairness, publicity for all candidates.

Regarding the form of recruitment, the university evaluates the candidate's profiles. The candidates with qualified profiles will be invited to interview, then do a lecturing demonstration in front of the Education & Science Council and university representatives. Candidates who fully meet the criteria and requirements given by the university, after being consulted and approved of the working regulations at the university will be directly contacted by the university representative. If the candidates meet the requirements of the university, they will be admitted to the probation. In the assignment of full-time lecturers, the university has received a high evaluation for exploiting the potential and strengths of each lecturer in the subjects.

### 4.2.3. Training and fostering activities for the full-time lecturers' qualification improvement

Over the past years, the Saigon International University has many policies in different forms to encourage lecturers to improve their skills (in which lecturers are the ones who decide to choose the policy form):

- For lecturers studying at doctoral level: The university sends lecturers to study for a higher degree, sponsors 100% of tuition fees, arranges teaching hours in accordance with the schedule and reduces the number of teaching hours compared to the normal working schedule. Lecturers sign commitments to work at the university after graduation, the committed working time depends on the time the lecturer is sent to study and the amount of tuition.
- For teaching assistants studying at master's level: The university grants scholarships depending on the number of teaching assistants' years of service. The teaching assistants signs a commitment to work at the university after graduation, the committed working time depends on the value of the scholarship received.

As a member of an educational system consisting of an international university and a research institute established in 1999, the Saigon International University - an international university following American university standards - has important premises to develop into an organization in which the personnel who have worked since its establishment have many years of experience in the management and administration of an international standard education system.

With a modern training model that is considered to be new compared to many other universities in Vietnam, the Saigon International University has actively invited more prestigious experts and scientists in the field of teaching as well as in many other fields to take on major positions at the University. On the other hand, the university also encourages young managers to participate in short and long-term training courses to get master's and doctoral degrees.

The university regularly organizes seminars, training sessions, scientific activities exchange professional experience and skills, and English proficiency classes for the faculty.

#### **4.2.4. The organization of teaching and scientific research activities for full-time lecturers**

Lecturers of the Saigon International University teach according to educational objectives, guiding principles and fully implement the curriculum, ensuring the quality of teaching. The university creates maximum conditions for lecturers to teach according to their expertise, freely choose teaching methods and means of teaching in order to promote their personal capacity while ensuring the quality and effectiveness of training.

Pursuing a research university model, the Saigon International University regularly organizes activities, implements plans to promote lecturers to participate in scientific research, to participate in training, fostering activities to improve their professional qualifications, teaching profession and scientific research results.

The university creates favorable conditions for lecturers to participate in learning, practicing, improving professional ethics, and setting good examples for students. Therefore, the faculty of the University are always exemplary in implementing their duties and responsibilities in the teaching at the university.

#### **4.2.5. Creating favorable working environment & conditions and motivation for lecturers**

In order to ensure the benefits of lecturers to feel secure in their work, the Saigon International University has built many certain remuneration policies for its staff.

The Board of Directors and the University Board coordinate with different departments to implement a number of policies such as: building an attractive salary framework for lecturers to have a long-term commitment to the university, support regime for lecturers to go to advanced study, ensuring all benefits for lecturers, holiday entitlement according to the regulations of the Ministry of Education and Training, social welfare and many other remuneration policies.

The university invests specially in infrastructure, equipment and teaching facilities to serve teaching, learning and research for lecturers and students. In addition, the university also sets aside budgets for faculty development as well as annual professional training and fostering activities.

#### **4.2.6. The examination and evaluation of faculty development implementation**

At the Saigon International University, the examination and evaluation of the faculty were brought to the departments in charge of majors and subject groups. The main forms of faculty assessment are done by: self-assessment, peer evaluation, student assessment, manager evaluation.

Managers, colleagues, and students evaluate lecturers through surveys and comment cards. Evaluation results will be based on ratings, votes according to the criteria and on a multifaceted evaluation scale such as diligence, compliance with the regulations of the university and Ministry of Education & Training, professional capacity, completion results of the assigned task, the awareness of learning and fostering professional ethics, etc. Based on that information, the lecturers themselves will be self-aware of their abilities and strive for the better. The university also has certain methods to support and foster lecturers to improve their expertise.

### **5. Some solutions for full-time faculty development at the Saigon International University in the period 2021-2025**

#### **5.1. Building plans for the full-time professional faculty development of the Saigon International University**

The goal of making faculty development plans and scheme is to create a basis for building and developing the faculty's stability, to meet the requirements of immediate and long-term strategic tasks. The planning and development of professional faculty also help the Board of Directors, the University Board, and Managers of the divisions perform well the human resource management function in the university.

The goal of making faculty development plans and scheme is also to ensure that the faculty grows sufficiently to meet the requirements of the education field and the development orientation of the university with appropriate structure, ensuring the improvement of the quality, qualifications and expertise of the faculty.

- Quantity: ensuring balance, reasonableness and sufficient number of lecturers in training disciplines, lecturers within standard hours, ensuring that lecturers have enough time for scientific research activities and other tasks assigned by the university.
- Quality: All lecturers must have plans to improve their qualifications to meet or exceed the standards prescribed by the Ministry of Education and Training, as well as the accreditation criteria for lecturers of the IACBE; increasing the number of prestigious lecturers in both professional teaching as well as in scientific research, ensuring the number of young, dynamic and creative lecturers is increasing.

- Faculty structure: It is necessary to ensure the balance of age, gender, the reasonable structure of the academic title and degree among the training majors.

In the process of planning and scheming for faculty development, attention should also be given to recruiting and adding faculty. The selection and addition of lecturers aim to ensure sufficient quantity, improve the quality of professional expertise and professional ethics. If this process is not up to the standards, or the candidate does not meet the requirements set by the university, it will lead to the consequence that the number of lecturers increases but the quality of lecturers does not increase. In addition, the selection and addition of lecturers need to create a balance of structure in each subject, ethnic, age, gender composition to ensure immediate and long-term requirements for the development of the university.

### **5.2. Strengthening new recruitment based on planning and organizing skills training for lecturers towards international standards**

Developing the university's faculty according to the standards set by the government and towards international standards is the most important basis in recruiting, training and self-training to improve the quality of lecturers. If the initial recruitment is not good, it will lead to difficulties and incur costs to train lecturers. Thus, when starting the recruitment, the university must evaluate whether the candidates have met the quality criteria of faculty according to the regulations of the government and international accreditation organizations. In addition, for the recruitment of new lecturers, it is necessary to have an assessment according to different criteria such as: academic title, degree, practical work experience, teaching experience, quantity and quality of scientific research works.

The Saigon International University is currently implementing a very effective training program on pedagogical skills for all faculty members, which annually invites at least 2 educational experts from foreign publishers, experts from international universities that have partnership with the University to organize seminars on modern teaching methods, classroom management skills, etc. This enrichment program should be maintained and developed in areas such as organizational management skills, academic consulting, homeroom work, and student skills education. With the aim of becoming a research university, the university should have a specific plan for fostering scientific research skills: fostering scientific research methodology; improving the capacity to organize seminars, conferences, workshops; improving the capacity to organize student clubs, extracurricular activities, collective activities.

### **5.3. Strengthening the training of full-time lecturers at domestic and foreign universities**

Given the current situation of Vietnam, for the English language major, it is a very difficult and costly task to ensure that 40% of lecturers have doctorate degrees while there are very few educational institutions which offer doctoral training programmes in this field. The university needs to implement the recruitment and send overseas training to

meet this target closer.

With the Computer Science major, the criteria that 40% of lecturers must have a doctorate degree is also quite difficult. In addition to the solution of recruiting outstanding lecturers with doctoral degrees, developing special preferential policies to attract and retain outstanding lecturers with doctoral degrees, the university needs special conditions in terms of time, study fees and related costs for lecturers of master's degree to pursue postgraduate courses at domestic and foreign universities as well as sending them to work in leading technology companies to gain experience to be able to achieve this criterion.

In addition, the university should build a contingent of preparatory lecturers, which can select top graduates of SIU and other Vietnamese or foreign universities. The university stipulates mandatory time for this preparatory team to complete the graduate program within 3 years from the date of signing the labor contract. During this time, the preparatory team is assigned to do class observations of the core faculty, work as homerooms or mentor the university clubs.

### **5.4. Motivating and enhancing working conditions to ensure for lecturers to conduct teaching activities and scientific research**

Creating work motivation, enhancing conditions to ensure that lecturers facilitate the implementation of teaching activities and scientific research is an important issue in management and has positive meaning in the faculty development of the university. The university need to develop a salary framework to ensure high competitiveness in the labor market. The university must ensure that the salaries and remuneration of teaching and research for activities similar to other universities are paid higher than from 1.2 to 1.4 times. In addition, there should also be a seniority allowance for the time working at the university to increase the attachment of lecturers to the university, thereby minimizing the transfer of lecturers, especially highly qualified lecturers with hands-on experience and teaching experience, etc.

The university should develop a plan for emulation and commendation based on the quantitative merits of lecturers because this is a very effective motivational measure, helping to stimulate labor productivity, promoting the constant creativity of lecturers in teaching. When the income remained stable at a high level and the standard of living is guaranteed well, the lecturers will have a solid foundation to successfully complete teaching and scientific research at the university.

In addition to paying attention to the material life, the university needs to take care of the spiritual life for lecturers, building a healthy educational environment in the university. The proposed measure is to increase recreational facilities, encourage lecturers to participate in cultural, artistic and sports activities with high-class and modern facilities of the university; the university's labour union needs to regularly care and help lecturers in difficult circumstances, encourage and visit cases of sickness, funerals, etc. Recreational

activities, relaxation, sightseeing must be maintained every year in order to encourage the staff and lecturers with high achievements in their work.

In professional development and scientific research, the Saigon International University should focus on strengthening the resources to support faculty through maintaining and developing the library system of books and foreign electronic libraries, ensuring full updating of textbooks serving training tasks, abundant domestic and foreign language resources for reference and research for lecturers; offering enough offices for faculty and staff. The university should maintain and periodically update the regulations and define the responsibility for scientific research of the faculty along with encouraging rewards (including monetary rewards recently) for research projects that have been assessed, evaluated and have social value.

### 5.5. Renovating the examination and evaluation of the faculty quality

Through inspecting and evaluating the quality of lecturers, the university can grasp the current status of the quality of the university's faculty, from which there are policies to reward or handle more accurately and reasonably for lecturers. Examining and evaluating the quality of lecturers will create motivation for lecturers to improve their self-awareness and responsibility for the assigned tasks; create favorable conditions for the management of the university's faculty to be more proactive and active. Lecturers who do not meet any professional quality standards will be given conditions to study or improve in that professional field. Excellent, prestigious and experienced lecturers will guide other lecturers in their professional activities. The university must clarify to the lecturers that this is not a critical activity but an activity to overcome limitations, thereby innovating teaching methods to suit different types of learners as well as being able to keep pace with the changing world. The ultimate goal is to improve the quality of education and training of the university.

The university needs to clarify with the lecturers of the whole university that the renewal of the examination and evaluation of lecturers means the renewal of the examination, the assessment of the quality, the qualifications and the capacity of the lecturers. The university should coordinate with the heads of training programs, managers of subjects, and heads of other departments to periodically review and regulate standards to evaluate the quality of faculty in terms of qualifications, competencies and qualities, etc. In addition, the university also needs to take advantage of the support from the departments to perform the most effective evaluation.

### 5.6. Increasing financial resources for full-time faculty development

Strengthening the resources for faculty development is increasing the financial resources to support and facilitate activities in faculty development such as: easily implementing the scheming and planning of faculty effectively, sufficient in quantity, rational in structure and meeting quality standards; training and fostering of faculty

are carried out in both domestic and abroad in order to improve their professional qualifications, skills as well as capacities; good working environment and conditions will contribute to attracting more effective lecturers; easily building, organizing and implementing salary, bonus and remuneration policies for lecturers; the support and encouragement of scientific research works of lecturers are taking place smoothly; easily fostering faculty skills and profession, sending lecturers to study at reputable training institutions.

Financial resources for faculty development should be clearly analyzed in the University's 5-year and annual financial plans. In order to effectively use the financial resources, it is necessary to identify the objectives and implementation directions for recruitment and training, and then build a specific plan on costs for each activity such as:

- Building and planning a contingent of lecturers effectively, sufficient in quantity and quality standards;
- Formulating and implementing the talented remuneration regimes and policies;
- Attracting highly qualified lecturers and building a good working environment;
- Training and fostering lecturers in both domestic and abroad in prestigious educational institutions.

In strategic plans for faculty development, there is always a certain amount of funding for training, fostering, and encouraging lecturers to emulate good teaching, participate in scientific research activities, attending short-term courses, etc. Domestic and international learning and fostering opportunities not only help lecturers equip, update and improve their knowledge and skills to meet the increasing requirements of students, but also contribute to the development of the university's position. Lecturers bring in high achievements, promote strong scientific research in the university, learn and inherit modern educational trends for the university to reach new development goals, etc. It is possible to apply experience in countries with developed education, when the lecturers request to take a certain course without using the University's funds, for example, a successful doctoral dissertation, the university will award these lecturers a certain amount of money as an incentive and support the cost they have spent.

## 6. Conclusion

In the current context of Vietnam's higher education, university teaching effectiveness is a very important factor, contributing to the implementation of the government's educational reform agenda to establish an advanced, responsible and modern education, meeting the requirements of socio-economic development and international integration. The current mission of universities in general and private universities in particular is to train and foster human resources with professional qualifications, skills, language proficiency, and computer skills, adaptive to the trend of globalization. To carry out the above mission, the development of a full-time faculty team that is dynamic, explored, innovative, creative, having good qualifications, active teaching methods, and well adapted to the tasks is really an urgent requirement nowadays.



Over the past years, the Saigon International University has basically done a good job of developing a full-time faculty. However, in the general context of private universities in Vietnam, the University needs to implement some more feasible synchronous solutions to develop a contingent of full-time faculty with high academic qualifications as well as balance teaching and research of full-time faculty.

## References

- [1] John Bratton Jeff Gold (2007). *Human resource management - Theory and Practice*. Published by Palgrave Millan.
- [2] Tran Thi Lan Chi (2016). *Lecturer development at the Saigon International University*. Master Thesis in Economics.
- [3] Thai Van Ha (2019). *Developing Private Universities in Vietnam: Current Situation and Recommendations*. *Finance Magazine, Issue 1 - September 2019*.
- [4] Ministry of Education and Training (2018). *Circular regulating on identifying enrollment quotas for intermediate and associate levels of lecturer training disciplines; bachelor's, master's, doctoral degrees*. Hanoi.
- [5] Nadler. L & Nadler. Z (1990). *The Handbook of Human Resource Development*. John Wiley, New York.
- [6] National Assembly of the Socialist Republic of Vietnam (2012). *Law on Higher Education*. Hanoi.
- [7] National Assembly of the Socialist Republic of Vietnam (2018). *Law on amendments to the law on higher education*. Hanoi.
- [8] Bui Van Nhon (2006). *Management and development of social human resources*. Justice Publishing House. Hanoi.
- [9] Prime Minister (2007). *Decision on establishing the Saigon International University*. Hanoi.
- [10] Nguyen Ngoc Quan, Nguyen Tan Thinh (2013). *Human resource management in organizations*. Vietnam Education Publishing House. Hanoi.
- [11] <http://www.siu.edu.vn/>.

## Author Profile

Tran Thi Lan Chi. received MBA degree, and is working at The Saigon International University. With years of experience in education management and administration, she has been carrying out research in the fields of business administration, human resource management, university management.